APR 13 1927

Journal of EDUCATION

BOSTON, MASS.
Vol. CV, No. 15

April 11, 1927

TEN CENTS A COPY
BY THE YEAR, $3.00

Just Published

Fundamentals of Business Organization and Management

By WILLIAM B. CORNELL, *Professor of Management, Chairman of Department of Business Management, School of Commerce, Accounts and Finance, New York University, and* JOHN H. MACDONALD, *Assistant Professor of Management, School of Commerce, Accounts and Finance, New York University.* FREDERICK G. NICHOLS, *Associate Professor Education, Harvard University, General Editor.*

472 pages Price $1.72

A text which embraces the general field of business activity and aims to set forth the principles of successful organization and management, to present the solution of the more common problems of business management, to stimulate the student to think of business constructively, and to show him the importance of sound business knowledge and of a thorough understanding of the principles of management.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

EUROPE AND ASIA

This is the third book of the BARROWS AND PARKER GEOGRAPHY. It deals with Western Europe, Eastern Asia, and the intervening "bridge lands."

The study of Western Europe affords the pupil an opportunity promptly to apply his knowledge of various specific relationships recently studied in **United States and Canada** in connection with the maritime and manufacturing region of the Northeast. A similar opportunity is provided for early application of relationships in which insularity is a factor by the study of Japan not long after the study of Britain. The "bridge lands" of Eastern Europe and Western Asia are considered only after the pupil has as a background a knowledge of what they bridge.

Ready in April

SILVER, BURDETT AND COMPANY

NEW YORK NEWARK BOSTON CHICAGO SAN FRANCISCO

MODERN PLANE GEOMETRY

By JOHN R. CLARK
The Lincoln School,
Teachers College, Columbia University

and ARTHUR S. OTIS
Author of Statistical Method
in Educational Measurement

This textbook is the first definitely constructed so that students will develop habits of clear thinking and resourcefulness in their study of geometry. It is the embodiment of the finest in modern pedagogy and it has been perfected by extended experimental classroom use.

It arouses and maintains the student's interest through a series of challenges and a variety of devices that are new to geometry textbooks. It affords the student an opportunity to work out for himself the proofs of the different propositions and gives him special training in analysis.

An abundance of exercises is furnished to insure mastery of principles and methods, and many problems and practical applications are given. Instructional tests with time limits and standards are provided in the text.

That students who study Modern Plane Geometry acquire a superior knowledge of the subject has been shown by carefully controlled experimental use.

Cloth. x+310 pages. Illustrated. Price $1.36

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

Seeing the World

THE FRYE-ATWOOD GEOGRAPHIES

It is no accident that "seeing the world" is our common synonym for travel. For the better part of the knowledge that travel brings comes to us through the eye. In the schoolroom, too, the clearest and best remembered knowledge of the world comes through the eye — from pictures such as those in the Frye-Atwood Geographies, pictures that children pore over with absorbed interest, pictures that have been carefully selected to illustrate the important facts of geography.

New Geography Book One **New Geography Book Two**

BOSTON CHICAGO ATLANTA **GINN AND COMPANY** DALLAS COLUMBUS NEW YORK LONDON SAN FRANCISCO

THE NEW EVERYDAY ARITHMETIC

First Book
Grades III-IV
76 cents
Second Book
Grades V-VI
80 cents
Third Book
Grades VII-VIII
92 cents

Now Ready

Embodies the latest scientific research.

Fits the modern course of study.

Provides check-ups on the pupil's work.

Adapts the work to the individual differences of pupils.

Establishes right habits of work.

These new arithmetics, printed entirely from new plates, provide a thoroughly modernized course of study, with the latest and best methods of teaching the subject. The series is based on original investigations in which the results of nearly **half a million** tests were tabulated and used.

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS SAN FRANCISCO

Let These Books Solve Your Typewriting Problem

These books are the outgrowth of the New Rational Typewriting, first published in 1923. After a three-year test in hundreds of schools, Mr. SoRelle has revised, refined, and modified the book to meet every phase of typewriting instruction. The five new books are:—

New Rational Typewriting, 1927 Edition.
A thorough revision of the 1923 edition. Contains sufficient material for a full year's work in high schools. List Price, $1.20

Teacher's Manual to New Rational Typewriting, 1927 Edition. 25c net

Rational Typewriting Projects.
A course in advanced typing covering the various types of work usually encountered in business offices. Designed to follow the first-year book. Suitable for either public or private schools. List Price, $1.20

Teacher's Manual and Business Forms.
(In preparation). (Price to be determined)

New Rational Typewriting, Intensive Course.
A complete one-book course. A combination of New Rational Typewriting, 1927 Edition, and Rational Typewriting Projects. Especially designed for private schools or other schools where a more intensive course is desirable. List Price, $1.20

Business Forms for New Rational Typewriting.
Intensive Course. List Price, 10c

Junior Rational Typewriting.
A two-semester pre-vocational course designed for junior high schools. List Price, $1.00

New Rational Typewriting, Parts III to VI.
Equivalent to Parts III to VI of the New Rational Typewriting, 1927 Edition. Designed for use of pupils who have completed Junior Rational Typewriting. List Price, 80c

AN ECONOMICAL AND EFFECTIVE PROGRAM

No matter what your problem is, you will find a "RATIONAL" book to meet it.

If you are using one of the previous editions of "Rational" it will pay you to investigate these later editions.

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO BOSTON SAN FRANCISCO TORONTO LONDON

Remington Typewriter Line Wins Grand Prize

THE International Jury of the Sesqui-Centennial Exposition at Philadelphia has awarded the Remington Typewriter Company the Grand Prize, its highest award, for typewriters and bookkeeping machines, adapted to all purposes.

Thus the preference shown by the commercial schools of America for Remingtons for instruction purposes is again indorsed.

During the past year the school demand for Remington Typewriters has been without parallel in typewriter history.

The aim of every business school is to give its students the kind of training needed in the business office, and these record-breaking purchases of Remington Typewriters by the schools of America show conclusively the present trend of business requirements.

Remington Typewriter Company **374 Broadway, New York**

Branches Everywhere

Remington Typewriters

A Machine for Every Purpose

THE TWINS SERIES

OF GEOGRAPHICAL AND HISTORICAL READERS

By LUCY FITCH PERKINS

LATEST ISSUE

THE AMERICAN TWINS OF THE REVOLUTION

A TRUE story of Revolutionary days which will bring home to the pupil the sacrifice and courage required to give us the privileges we now enjoy. Like the other books of **The Twins Series** the text is equipped with Questions and Projects, a list of supplementary reading for the pupils, and Suggestions to Teachers.

Grade VII Illustrated 88 cents

Lucy-Fitch-Perkins
School Edition

OTHER TWINS BOOKS ON AMERICAN HISTORY

The Colonial Twins of Virginia Grade VI	$.88
The Puritan Twins Grade VII	.88
The American Twins of 1812 Grade VI	.88

Of special interest at the present time as it gives the story of the Frigate Constitution

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS SAN FRANCISCO

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR APRIL 11, 1927

EDITORIALS:—
- How Did We Know? 393
- Pensions Must Be Safe 394
- Rise of Clifton D. Gray 394
- New Arkansas Is in Line 394
- Appreciative Erie 394
- Idaho State University 395
- New York, the Noblest State 395
- School Health Service 395

BELDING'S PAGE 396
LETTERS OF A SUPERINTENDENT 397
HOW DOES THE DEVIL LOOK? 398
By Lucia Ames Mead
COME INTO THE GARDEN 399
By Helen Field Fischer
STUDENT GOVERNMENT 401
By R. O. Billett
PERSONAL AND PROFESSIONAL 404
A REMARKABLE MESSAGE 405
EDUCATIONAL BIOLOGY 405
By Charles E. Skinner
CHARACTER CHATS 406
By Joseph B. Egan
- Whips of Roses 406
- A Lost Reputation 406
- The Little Refrain 407
- The Great Man and the Beggar 408
- The Spiritland Behind 408

THE GRIEVANCE (Poem) 408
By Catherine E. Powers
EDUCATION IN ACTION 409
TREND OF THE TIMES 411
THE BOOK TABLE 412
GRINS BETWEEN GRINDS 413
JOURNAL MAIL BAG 414

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

How Did We Know?

BECAUSE of our semi-playful suggestion in the Journal of Education that we feared Boston would not give the Department of Superintendence any better weather than they had at Dallas some of our subscribers wrote to Boston for hotel reservations. A week later we published a list of Boston hotels with no reference to the winter meeting, and others wrote for hotel reservations. In a circular letter broadcasted to every state Dr. K—— said: "Brother Winship publishes a list of Boston hotels. He may have inside information that others do not have."

We refer to this because it does look as though we had inside information. The fact is we not only had no information but we had exchanged no word with any one on the committee of selection, had written no line to anyone about it, had done nothing whatever by way of trying to bring the Department to Boston.

No one was more anxious than we to have the next meeting in Boston, and how could it have been possible that we were in the thick of affairs at Dallas and exchanged no word with anyone on the committee which was to decide it, and asked no one to speak with any one?

Simply because there was never the faintest suspicion that there would be the slightest question about the meeting being in Boston.

What ground was there for such confidence?

It was well known that the president of the Department and the entire committee wanted to come here in 1926, and that the Boston Chamber of Commerce had to write a letter saying that the hotel accommodations were wholly inadequate. All this was repeated in regard to the meeting of 1927, but the Chamber of Commerce wrote a hearty letter saying that the hotels would be ample for the meeting of 1928.

Add to this the well-known fact that the vote to go to Dallas in 1927 was largely due to the suggestion that the meeting should go to the Southwest in 1927 and to the Northeast in 1928.

A personal word. The editor-in-chief of the Journal of Education has been given credit for a lot of "clever work" when he has never, at least in a third of a century, tried to affect any policies, has never "sat in" with even three people to try to affect anything. Whatever luck he has had in being on the winning side has resulted wholly from the fact that he has never based any hope or fear on any "combination," but has studied the atmosphere. When there was no "atmosphere" he has been entirely indifferent, and when there has been a well-defined atmosphere he freely told what would happen or what would not happen and has never wasted a minute's time to have what was sure to happen happen.

Any one who has watched the trend of public sentiment in connection with national affairs for sixty years would be in the class of "Idiots" if he did not know that only one thing could happen.

Pensions Must Be Safe

IT IS professionally humiliating that teachers were wholly indifferent to the element of safety in all early plans for pensions and "benefits." The fact that there was an interest-bearing fund of half a million dollars, for instance, loomed large in their eyes. They would never think of the amount of money that would be required ultimately to pay these benefits and pensions. One by one states and cities have heeded the warnings of scientific actuaries.

After five years of hectic scrapping between the teachers of Indianapolis with more than half a million dollars in their treasury and the safe and sane Indiana State Pension system the two interests have been merged, peacefully and satisfactorily, with an approximately safe proposition for every one.

This has been the most bitter fight of any state creation of safety, and the triumph of actuarial safety situation should make it reasonably sure that no other state will need to go through anything like this to solve the problem of safety in all pensions and benefits. The entire teaching fraternity is deeply indebted to the Indiana groups who have faced the inevitable and have accepted a situation that is fair to everyone.

Webster H. Pearce, professor of mathematics, State Normal School, Mt. Pleasant, Michigan, will probably succeed Wilfred L. Coffey, who has served a few months by appointment of the former governor.

Women of the State University of Utah with practical unanimity passed the following resolution: "We, the women of the University of Utah, resolve that we will exert our influence against the use of tobacco by women. It develops upon women to maintain the moral standard of the race."

Rise of Clifton D. Gray

THERE has been nothing in recent times comparable to the creation of skill in public speaking such as the president of Bates College has demonstrated, and this in a time when university presidents are among the best platform men in the country. Dr. Gray was a wholesome pastor and religious community leader. Then he demonstrated exceptional ability in raising money to put a small college in the game, and now he leads the procession in the art of modern oratory. There is nothing quite like the rise of Clifton Daggett Gray.

The Saginaws of Michigan have solved their problems wisely. Until about a year ago there were two Saginaws educationally, but one Saginaw civically. Harold Steele had been the superintendent of the West side, and after the union of the two he was elected acting superintendent for a year, and now he is elected superintendent for three years.

New Arkansas Is in Line

ARKANSAS is taking the lead in speed of educational progress. Seven months ago by a three-to-one referendum vote any local community was permitted to increase its appropriation for schools fifty per cent.

For the first time the leading men in both houses seemed glad to throw their full strength into the fight for better schools. For the first time the enemies of centralization lost their fight against measures intended to give school boards, county and state, sufficient power to enable them to function. And for the first time the public school program went over practically intact.

Department of Superintendence in Boston next February.

Appreciative Erie

HENRY CLAY MISSINER'S eightieth birthday was celebrated in a remarkable way by the citizens of Erie, Pennsylvania, in recognition of his long service as superintendent in the years gone by. John J. Mead, Jr., presented a purse of much gold. A card with 18,000 signatures on a reel was presented by John Macdonald, president of the City Board of Education. The Mayor and John C. Diehl,

superintendent of Erie schools, were among those who expressed the appreciation of the citizens. It was an occasion such as Erie has never experienced before, such as has rarely been known in any city.

Highland Park, the city in the embrace of Detroit, has solved its problems by electing Dr. Ira M. Allen for three years, he having satisfied them in a year try-out. He came to Highland Park from an assistant professorship in the University of Chicago.

Idaho State University

THE State Institution of Pocatello, which has been seeking its place in the educational life of the state for several years, has solved its problem in the only way that a solution seemed possible, the same way that California solved its Southern Californian problem by transforming its Junior College into the "University of California in Los Angeles."

Southern Idaho has been growing and developing much as has Southern California, and its state educational problem has been solved in the same way, first as the "Southern Branch of the State University" on the way evidently to the "University of Idaho at Pocatello." President A. H. Upham is president of the University of Idaho, and also president of the Southern Branch of the State University of Idaho, and former president of the Idaho Technical Institute at Pocatello is executive dean of the Southern Branch of the University of Idaho. Thus the problems of years are serenely solved.

New York City, the World Metropolis that is to be, will need Better Schools, Better School Buildings, Better Pay for Teachers, says the New York American.

New York the Noblest State

NEW YORK'S Governor and Legislative Assembly give that state the noblest educational record any state has had in fifty years. The state allotment to schools has been increased, by practically unanimous vote, by $18,000,000 this year. This is an increase of one-third of the present appropriation of $54,000,000.

The Friedsam School Bill provides that within three years there shall be another increase of about $18,000,000. At once the schools will receive from the state seventy-two million dollars, and by 1930 the schools will receive from the state ninety million dollars.

The history of this miraculous educational achievement is even more wonderful than the increased appropriation. Governor Smith appointed a Commission on School Finance and Administration with Colonel Friedsam, head of B. Altman & Company, as chairman, and that Governor's Commission unanimously reported the Dick-Rice Bill had the support of the Governor, of course, of the leaders of both political parties, of the New York City and the up-state political leaders.

Colonel Michael Friedsam sent to the State Senate a letter thanking that body for its action on the bill of his commission:—

"Permit me to congratulate and thank you for your recent action in unanimously passing the Dick-Rice educational bill recommended by the Governor's Commission on School Finance and Administration, of which I have the honor of being chairman. In my judgment your prompt action reflects the general desire of the people of the state to protect and advance the interests of the 'little red schoolhouse' and every other branch of the educational system of the great State of New York. Obviously, education spells advance, and this bill is a distinctly forward step in educational progress and will do much to strengthen and insure better and more satisfactory service on the part of all educators.

"The Legislature last year dealt with one great problem through the Baumes laws as correctional measures. Laws of that type will be unnecessary when education reaches its highest purpose and broadest development.

"The State of New York always has been handsomely rewarded on every penny spent for educational purposes. It is gratifying to note that the only opposition, tardy as it is, comes from those who complain of spending additional money for the children of the State of New York."

School Health Service

SEND a post card to the Quaker Oats Company, Chicago, for "Hob o' the Mill," by Grace T. Hallock and Julia Wade Abbot. It is an attractive story of primitive, ancient, medieval and colonial children in relation to the important part played by grain in the development of civilization. Send for a copy for each fourth, fifth, and sixth grade teacher. It is real School Health Service, of which you should take advantage at once. It is free for the asking for teachers.

The New Jersey Legislature appropriated $2,694,805 for the "Teachers Pension and Annuity Fund," which was all that was asked for.

Belding's Page

MONEY WON'T BUY EVERYTHING

A "SCHOLARSHIP BOY" in an academy which contains many sons of the rich has a hard time adjusting his ideas. One youth who is thus circumstanced was heard to remark recently that "A fellow doesn't need much of anything else if he has money."

Was he right? Will money buy "almost anything"?

Money makes even an education seem to come more easily. If a boy with money neglects his studies, he can be tutored along. He undergoes very little strain. But what does he have to show for his so-called education, thus acquired? Precious little, beyond a few friendships of fellows like himself and the name of having been in attendance at school or college.

Only the youth who comes to grips with education and wrestles with it, ever gets it.

"But if a fellow has money, why need he bother to seek an education? He can get through life without it." So reasons our young philosopher. And it is hard to convince him otherwise.

Money won't buy friends—though it may seem to. Who would not despise the friends whom money buys?

Riches will not buy richness of life. Of what use is a costly painting if one has not developed a power of appreciation? Of what use is the wealth of human wisdom and humor and sentiment stored in a great book, if the only key one has to this treasure is one's money?

The kinds of enjoyment which riches, uneducated and uncouth, obtain for people are not of durable stuff. After all the sensations have been tried to the extent permitted by unlimited money, each pleasure becomes a bore.

Not in the glittering golden casket but in the one of dull appearing lead is hidden the real prize of a satisfying existence. A certain amount of money is necessary, and something more than that is desirable. But between great financial wealth and wealth of mind and spirit—how can a human being fail to choose that which alone puts him higher than the brute?

A MIGHTY FAITH

WHAT a great and growing enterprise education is! Estimates coming from the Bureau of Education tell an impressive story. This nation believes in education to the extent of having invested nearly six and one-half billions of dollars in it. This would buy out the country's wealthiest corporation, U. S. Steel, and leave enough to purchase the American Telephone and Telegraph Company, Standard Oil of New Jersey, and General Motors, with quite a bit of change left over.

Upon the running of schools and colleges the American people are spending each year approximately $2,386,000,000, or more than it costs to run the United States Government (not counting interest or other payments on past debts).

Nearly a million men and women are employed as teachers. Student enrollment is upward of 27,000,000, or nearly one in four of the population.

The growth in student patronage of certain departments of education has been enormous in the past thirty-five years. Attendance in normal schools has increased 331 per cent.; in colleges and universities 445 per cent.; in all secondary schools 946 per cent.; in public high schools 1,570 per cent.; in kindergartens 1,882 per cent. All this has occurred in little more than a generation.

Teaching is "big business." The American people must believe in it or they would not pour out so much money to support it. Neither would they send their sons and daughters to school and college in such numbers.

Is this gigantic faith justified by its results? The question will be asked from time to time—and the answer will depend upon the daily work and silent influence of those 919,000 teachers stationed along the pedagogical pathway. The present support of education is the most magnificent testimonial ever written to any body of devoted men and women since the world began.

VIVISECTION OF HUMANS

EVERY progressive educator is keen for experiment. But experiment with boys and girls must never be a resort to cruel vivisection. Some of the intelligence rating which goes on in schools nowadays inflicts deep wounds in the sensitive natures of youngsters who prove to be below standard. Some of those wounds never heal. Super-scientific educators should bind this truth upon their consciences.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

What Is History?

To the Principals and Teachers:—

A short time ago a teacher said to me something like this: "It seems to me that the teaching of American history and government is too much along the lines of unattainable ideals, and too little in accordance with actual facts. A knowledge of facts, good and bad, in our history as a nation, and a correct understanding of them in connection with our government ought to be of more practical value in preparing young people for life than the present tendency to idealism. If the facts of history were properly taught war would be outlawed by the American people in one generation." I think I have, some time in the past, said some things about ideals in history to some of you, and in this communication I shall repeat some of them.

What is history? Is it the story of war, and is it a record found only in the history books? No. History is the story of man's journey through the ages, and it is found in all literature, in the written and unwritten codes of governments, in science, in industry, in capitalism and labor, in music and art, and in religion.

There is so much in the history of the world that is not ideal that no harm but great good can come from presenting to the American youth the idealism of great Americans.

But ideals and idealism are not confined to America and to American history. From the very confines of history, from the dim mists of the beginning of civilization up to the present golden age of enlightenment, man's journey has been a journey in search of an ideal. Sometimes the only light to guide his feet on the long, rough road was the far-faint gleam of his ideal, so faint and so far that he knew that he himself could never reach it, but he still pressed onward and upward, sustained and buoyed up by the hope that his struggle would make the attainment of the ideal easier for those who were following after.

Sometimes the ideal was the ideal of beauty in art and literature, as with the ancient Greeks; sometimes it was the ideal of religion and justice as with the ancient Hebrews; sometimes it was the ideal of constitutional government based on the rights of men as with the English; sometimes it was the ideal of a representative democracy based on the consent of the governed, the equality of men before the law and equality of opportunity as with Thomas Jefferson and the American colonists; sometimes it was the ideal of unity and liberty —"a government of the people, by the people, and for the people," as with Abraham Lincoln and the boys of '61; sometimes it was the ideal of maintaining faith and courage beyond the known capacity of men, as with Robert E. Lee and the soldiers of the Confederacy when they turned South from Appomattox to take up a greater burden than had ever before been put upon the shoulders of a proud people; sometimes it was the ideal of "a world safe for democracy" based on equality of opportunity, on the proposition that might does not make right, and on the brotherhood of man as with Woodrow Wilson and the American people of 1917; and sometimes it has been the ideal of universal education at public expense based on the proposition that no nation has ever existed free and ignorant at the same time and that from the very nature of things no nation can ever hope to exist free and ignorant at the same time, as with Thomas Jefferson, Horace Mann, and the American people from 1776 to 1927.

A short time ago we dedicated a schoolhouse to the perpetuation of American ideals through the instrumentality of the public school. We dedicated the building in the name of and to the memory of an American soldier and patriot of the World War, a local boy, who dedicated himself to the attainment of an ideal, the attainment of an ideal not for himself but for the sake of those who shall come after him.

It was indeed appropriate that we should do this because the structure of our national existence has been founded and builded on the willingness of men to lay down their lives for an ideal, and because the ideals of the American people can be preserved only by means of the American public school, for in the words of Thomas Jefferson, " No nation has ever existed free and ignorant at the same time, and from the very nature of things no nation can hope to exist free and ignorant at the same time."

"The way to prevent crime is to teach virtue."—Walter Scott Athearn.

How Does the Devil Look?

By LUCIA AMES MEAD

Boston

"COME on, Joe, you don't want to be a greasy grind. What is the use in worrying over logarithms, when you are going to be a lawyer? You're getting near-sighted sticking so close to books, and it's only for this one night, you know. I've simply got to have an escort. I can't go alone," so says the smiling tempter, with Joe's examination due tomorrow and with work to be made up. But those blue eyes and golden curls and rosy mouth and the silk stockings and satin slippers are overpoweringly "fetching" to a sophomore who is aching for a dance. After all, isn't it only decent and the part of common sense to be kind and oblige an old friend who is here among strangers?

"If that bill is supported in another editorial, out go my advertisements," said the telegram, which the editor knew would mean the loss of $10,000 profit if he followed that editorial up with another, as he had meant to do. If there were many more such telegrams from other advertisers what would the counting house and the stockholders do? "He is too much of an idealist," one of the directors had remarked of the brilliant journalist who was making bankers and senators take notice and certain sinister plotters froth at the mouth. No other paper in the state had exposed such iniquity; if he were "fired" now, the whole movement for reform would stop. Is it worth the risk? Why not drop the matter for the present and wait for another opportunity to serve the public?

The professor on sacred art distributed three photographs to each member of the class. The lesson was on the Temptation. One reproduction was of Ary Scheffer's well-known figure of a weak Christ calmly replying to the vigorous tempter on the mount, who appeals to him to throw himself down and show his magic power of saving himself, a tolerably respectable devil this, for whom one could have some admiration. The next was Hoffmann's Christ, a strong, majestic figure with uplifted hand sternly rebuking the skulking, sinister Satan, who with clenched fist, baffled and helpless, slinks out of sight. The third picture was the modern masterpiece of Cornelius, hardly known to the American public, which presents one of the noblest faces of Christ painted since those of Raphael and Titian and Bonifazio. Here was a face whose dark, luminous eyes seemed to be looking into his own soul and also through the soul of the beholder. The black hair and beard in disarray, the attitude and even the hands all indicated spiritual struggle; this struggle and its triumphant outcome made all that followed and even the crucifixion logical and certain as Milton in his "Paradise Regained," with his rare penetration, showed it to be. In that sadly-neglected masterpiece the poet foresaw that the life decision was made then and that the answer to the Tempter at the beginning of his career was the supreme act.

The professor's talk was illuminating; but, strangely enough, neither he nor his listeners saw the main defect in all the portrayals of the devil. In the last and noblest picture of the Christ, the devil with his great, bat-like wings, and scrawny hands holding out a crown, has a peculiarly hideous mien. None of the pictures came within a thousand miles of the spiritual truth.

Ruskin said: "It is a state of mind very much to be dreaded for a man not to know the devil when he sees him"; and James Russell Lowell, in discussing New England two hundred years ago, sententiously observes: "If the devil take a less hateful shape to us than to our fathers, he is as busy with us as with them; and if we cannot find it in our hearts to break with a gentleman of so much worldly wisdom, who gives such admirable dinners and whose manners are so perfect, so much the worse for us." Bernard Shaw in his "Superman" saw what the painters have all missed—that the only devil who could tempt anyone, especially the Christ, is an accomplished, friendly person who comes as a prudent and discreet adviser.

The professor sat reading the publisher's letter. He was not willing, he said, to publish the history unless certain changes were made. The school boards of the state would not buy his textbooks if any criticisms were made of the founders of the Republic or things said that would offend the 200 per cent. patriotism and religious prejudices of such and such prominent elements in that section. Granted that the professor had the facts, but one must be practical. It is not necessary always to tell all of the truth. The public which has not read the recent testimony is convinced that Germany was solely responsible for the war; why teach children something that will go against their parents' convictions?

(To be Continued.)

Come Into the Garden

By HELEN FIELD FISCHER

Shenandoah, Iowa

I WANT you to come with me down the pathway of dreams to your mother's garden. I will open the gate with the magic words of Margaret Widdimer's poem, "A Flower Prayer."

"There were many flowers in my mother's garden,
Sword leaved Gladioli, taller far than I;
Sticky leaved Petunias, pink and purple flaring,
Velvet painted Pansies smiling at the sky,
Scentless Portulacas crowding down the border,
White and scarlet petaled, satin rose and gold,
Clustered Sweet Alyssum, lacy white and scented,
Sprays of gray green Lavender, to keep till you are old.

In my mother's garden there were green leaved hiding places.
Nooks among the Lilacs; O! a pleasant place to play.
Still my heart can hide there; still my eyes can dream it
Tho' the long years lie between and I am far away.
When the world is hard now, when the city's clanging
Tires my ears and tires my heart and dust lies everywhere,
I can dream the peace still, of the soft air shining,
I can be a child there still and hide my heart from care.

Lord, if still her garden blossoms in the sunshine
Grant that children laugh there now amid its green and gold;
Grant that little hearts still hide its memoried sweetness,
Locking one bright dream away for light when they are old."

Why do these words stir our hearts so deeply? Because they refer to a lost Kingdom. Probably an oil filling station stands where your mother's garden once stood, and the flowers that "crowded down her borders" are now imprisoned in formal beds in public parks. Even mother's "house plants" have been banished by the gas range.

Few of our modern children will ever understand that poem, and we read it with hungry hearts, for we are sick of artificialities and dizzy with the rapid changes of our marvelous age.

We want to rest our souls with something that does not change; the simple flower types of the roadside and of our mother's garden; the old fragrance of lilacs and of wild grape blossoms in June; the feeling of soft garden soil in spring. For with all of these blessed elemental things comes the feeling of relaxation and nerve ease, the feeling of being at home.

And this is the Kingdom that every child should inherit by divine right. But we have stolen it away from him. We have gone mad with excitement over the wonderful, new mechanical toys of our generation, and we have insisted that our children share our madness. We have stolen from them every contact with the beautifully elemental, and now we stand aghast if they try to find their way back to the realities of life, through avenues that are unbeautifully elemental.

God's first plan for getting His children close to the beautiful elemental things was to give them a Garden; and gardens are still the only place in which He works in open partnership with man. Some one has said: "I never knew Thee, God, until my garden brought us face to face." We feel Him come into the garden in the dusk of twilight and oh! the thrill of going back in the morning to see what our Divine Partner has wrought over night.

In the garden we commune with the wind and the skies. In the garden we meet our friends, the birds and the shy creatures of the fields. Nature makes garden excuses to show us the early morning skies and she sends us out on starlit frosty nights to cover up our little plants. She also has tasks that must be done in the glorious, glowing heat of noonday to teach us the feeling of sweat on our brows. In a very tiny garden we can experience all of the great elemental tragedies of storm, flood, wind and frost. We may have a taste of the blessed physical weariness that makes sleep sweet.

But the biggest, human lesson that we learn in the garden is that of being master and not slave. The task is hard enough that we must put forth our best efforts if we attain success that will give us the thrill of pride. We must use our keenest wit to learn in what way Nature would have us co-operate in the methods of cultivation and irrigation. We must struggle early and late against insect pests and weeds. No sensation in life is sweeter than the feeling of power that comes from the mastering of these elemental forces.

The joy of subduing the earth and making it bring forth fruit and beauty has filled and satisfied the lives of generation after generation in the past, and will still satisfy other generations after our artificial civilization has gone to ruin. It has been to the people who have toiled and mastered the soil, that have come the visions that have lifted the race. And "without vision the people perish."

The children now under your training face the most noisy, complicated and strenuous future in the history of humanity, and the only armor that will carry them safely through is that of nerve poise, and if anything can give it to them, the garden can. Some one has wittily

said: "One of these days some learned physician will determine just what that is in the soil and in the working of the soil that has such wonderful curative properties." Can you imagine a specialist saying to a patient: "I prescribe a hundred tea roses, two fifty-foot rows of prize zinnias and asters, a choice collection of iris and peonies." The physician would probably be considered mad; but the patient would doubtless recover.

But the garden gives another power, a power so rare that it places a man above his fellows; a power so God-like that we call it the Divine fire. This is the power of creative art. No great picture has ever been painted by one who has not spent hours in the open. I have yet to find a great creative writer who did not grow up in a garden. The very soul of music is its power of reproducing the sounds and rhythms of nature and of thus bringing to our minds, images of Nature's pictures. The great architect thrills us with his reproductions of Nature's forms conventionalized in marble. The arched columns of his cathedrals are but copies of the arching branches of the elm trees over the village street. You cannot create unless you have a store of material.

The child who has not been given contact with Nature's forms and moods can never hope for original power. He can merely copy. He will create weird books and pictures that are combinations of the artificial and the erotic, but no child raised without a garden ever made literature or music or art that touched our nobler emotions. If he has this dynamic power, however, there will linger about his work and his personality something that we can describe only by the word "glory." We know not why, but it brings a thrill to our hearts and a mist of tears to our eyes. You feel it in these poems that I read for you. We feel it all through Superintendent Condon's wonderful Atlantic Readers. I am sure Superintendent Condon's mother must have had a garden!

As I read those books I felt a thrill of gratitude to the one who has selected such gems and interpreted them. I felt gratitude to those who had seen the vision and written it down. I thought of the fortunate children who would be able to catch those visions and of how they would treasure those books; but how my heart was clutched with pity for those other children who would not be able to understand because they would have no point of contact, for unless children are taught to understand Nature, they will be as unable to interpret works of art as they are unable to create them. I wish I could make you feel as strongly as I do; that it is useless to teach literature, music or art in an interpretive way unless the child has within his heart the images we seek to re-awaken. Oh, the energy and money that has been wasted in this way!

Children raised on farms can understand and a few fortunate city children who can afford summer camps, but the others listen with deaf ears and it is we who are to blame.

When we have as many special teachers for Nature study and gardening as we now have for music and art we will have made a start.

Those of you who believe in it must dare to pioneer. It will be no easy task.

How well Kipling understood this. I will quote from his "Glory of the Garden."

"For gardens are not made by saying,
'O, how beautiful' and sitting in the shade
While better men than you go out and start their working lives
By grubbing weeds from graveled paths with worn-out dinner knives.
There's not a pair of legs so thin; there's not a head so thick,
There's not a hand so weak and white; there's not a heart so sick
But it can find a useful task that's waiting to be done,
For the glory of the garden glorifieth every one."

A few towns and cities have organized school garden work. It seems to me a most wonderful way of getting a vital connection between the school and the parents is through home gardens, directed by a school garden supervisor. It borrows the psychology of the modern advertiser and appeals to the parents through the child. If the child comes home at night eager to try the miracles that he has learned at school, we may get some of the poor lost parents back into the Kingdom! But if there is no place at home for a garden, then city plots, where each child may have a portion, are the best substitute. But in some way furnish him with a bit of sky covered soil and an elemental-hearted teacher, who still thrills to the miraculous in Nature.

I realize that the biggest problem is to find the teachers, for this is one kind of educational work that is utterly useless unless the teacher loves his task and is hand in hand with the elemental forces himself. And this is my final word of advice. When you are sure you have found the right teacher, give him the soil, the seed and the children and leave the methods to him.

When God wished to punish his children He drove them out of the garden. And shall we of this generation, who think we are giving to our children the most wonderful opportunities the world ever afforded, inflict upon them this punishment instead?

Oh, you men and women of power, you who decide all such matters for the children of our country, suffer them to come back into their heritage and forbid them not their share of this wonderful kingdom and its power and its glory.

Student Government

By R. O. BILLETT
Painesville, Ohio

"STUDENT government" in this article means "student participation in the control of the school." It does not refer to complete student control but rather to a condition wherein the students are given as much responsibility for the control of the school as they show themselves able to use wisely and well. It aims at co-operation of students, faculty and administration.

Only the other day a schoolman remarked that "student government would work if some schoolman made it work." This statement is entirely correct, but it is no way a disparagement of student government. It is futile to "adopt" a plan of student government and not have some of the best energies of your faculty devoted to its modification and direction. One would not place a subject in the course of study and fail to provide a teacher or a classroom, or a place for it in the daily program. Until the subjects in the course of study are so presented as to modify student activity they have no educative effect. The prime purpose of curricula and the prime purpose of student government is educative effect. Student government is not primarily an administrative device for running the school factory without motive power. To get enthusiastic about student government one must see it not as an administrative device but as an essential of education in democracy. Spencer said:—

"Bear in mind that the aim of your discipline should be to produce a self-governing being—not a being to be governed by others." Yet it is possible even today to find some schools where pupils seldom act on their own initiative, seldom assume responsibility, seldom are consulted as to the plans of the school. Such schools are missing a great opportunity contributing to the accomplishment of their function of preparing for democratic citizenship. The ideal of democratic citizenship indicates a definite plan whereby the future citizen may acquire practice rather than precept in such fundamentals as initiative, assuming responsibility, self-control, reliability, co-operation, courtesy and the like. A well-managed plan of student government is a laboratory wherein experiments in good government and citizenship may be performed. Habits and attitudes of good citizenship are established worth more to the state than many years of textbook theorizing. Not that the latter is not good. The two should be complementary. The student who participates in the control of his school will learn practical lessons of government and politics. The habits and attitudes of good citizenship established will enable the school to accomplish a great deal more than would be possible otherwise. Under student government the student comes to feel that the school is his school, its ideals his ideals. The one can be no higher than the other. Student participation in the control of the school is necessary if the school is to function as it should in a democracy.

This argument may be extended. An aristocracy, for example, desires to perpetuate a static society. Education in an aristocracy is consequently much narrower than education in a democracy. The individual born into an aristocracy is born into a fixed place in the social structure. The individual born into a democracy finds a thousand avenues of self-expression. He is limited by nothing except his native capacity and training. Education in a democracy must take these facts into account. Not only is it uncertain what position the child will eventually fill in the social structure but it is uncertain what the social structure will be when he reaches adulthood. It is quite certain not to remain static. It will change. The educated citizen should be able to understand the reasons for the changes, participate in them and give direction to them. Student government gives the student a four-year experimental citizenship before he goes out to assume the real duties of citizenship. Philip W. L. Cox* says:—

"The school is (should be) a controlled environment wherein pupils may develop such habits, attitudes and ideals that democracy may be assured of stability and proper direction in the years to come."

Student government must be seen primarily as an educative device tending to attain such objectives.

Many abandoned student government projects and much reluctance even to attempt such projects may be closely correlated with unwarranted emphasis on the plan as an administrative device. About the only point in favor of the system as an administrative device is that it enables the school to accomplish tremendously more than it could otherwise accomplish. But it does not provide for accomplishment without effort. It makes "student-faculty-administrator" co-operation possible. Kindness, loyalty, tolerance, interest, and happiness increase. Prejudice and "caste" diminish. "He who would be greatest becomes the servant of all." This means results beyond the dreams of the autocratic administration. The autocratic administrator is busy holding the "lid" on. He gets precious little else done. The democratic administrator pays no attention to the

*"Curriculum Adjustment in the Secondary School," Chapter 8.

"lid." Under his system the "lid" is safely left off. Nevertheless it cannot be over-emphasized that student government is not a labor-saving device. Both principal and teachers must work harder under the system. It does not take the work out of teaching, but it eliminates most of the worry. It is not an opportunity to shift responsibility to the pupils but an opportunity to share their activities with them. Until principal and teachers share the students' activities they need expect little chance to help fix the standards of these activities.

French† states clearly the educative values of student government. They make the plan worth while and their attainment is certain. These values are:—

(1) The imparting of a fair working knowledge of practical politics.
(2) The imparting of an increased sense of responsibility for the welfare of the school.
(3) The imparting of an appreciation of the obligations entailed upon an individual as a member of society.
(4) The development of social efficiency through active participation in affairs that tend to develop habits (and attitudes) that make for good citizenship.

II.

The administrator introducing student government must "sell" the idea to his faculty. He may be fortunate in the personnel of his staff. The task will then be easily accomplished. A few faculty meetings wherein reports are made, preferably by members of the faculty, concerning the success of the plan in outstanding schools, followed by a discussion of the educational philosophy underlying the plan will be all that is necessary. In case the principal cannot sell the idea to the majority of his faculty he should postpone the idea till a more auspicious time. It is perfectly safe to advance with a few "unsold" teachers. They will "come across" later. They are often the doubting "Thomases" and "Tomesses" who must be shown. They often become great advocates of the system later.

The idea must next be sold to the pupils. This can be done through the daily or weekly general assembly periods, the home-room periods, and the school publication. The principal will do well to limit his public performance to an assembly talk and an article in the school paper both aimed to show that he has a thorough knowledge of what the plan may be expected to accomplish. Influential students and teachers will be glad to do the rest of the selling. Right from the start show the student-body that the proposition is not a one-man affair.

Once the students and faculty have become interested in the plan, and believe it has possibilities for them and the school, do not err by adopting the ready-made plan of some other school. Appoint a committee of teachers and leading students to investigate the plans in use in other schools. Eventually the committee will draw up a tentative plan into which the school may reasonably expect to grow. Begin gradually with only a general, centralizing organization such as a student council. Let it function where there is real need. In the course of two or three years all the activities of the school will take their natural places in the system.

III.

The centralizing body through which the problems of the school are co-operatively solved is the student council. It consists of the president and secretary of the student association (ex officio), twelve representatives of the senior class, nine representatives of the junior class, six representatives of the sophomore class, three representatives of the freshman class, one or more faculty members appointed by the principal, and the principal. The council consists of a sufficient number of students to be really representative of student opinion and conversely to be really effective in moulding student opinion.

The student council does the work of the school through permanent committees or boards.

The following committees or boards seem to have found a permanent place in the school: (1) Athletic; (2) finance; (3) Anvil (school publication); (4) merit; (5) traffic; (6) library; (7) honor study hall; (8) noon; (9) building and grounds; (10) social; (11) assembly. With slight exceptions in the case of the Anvil board, finance board, and honor study hall board, there are fundamental elements in the procedure of organization of all these boards. The elements in common are:—

(1) The chairman of each board is a student council member appointed by the president of the student council with the approval of the council.
(2) The principal appoints one or more faculty members to act as sponsors for each board.
(3) The remaining members are students chosen through conference of the board chairman and the faculty sponsor. These members must be approved by the council.

The manner in which the Anvil board, finance board, and honor study hall board form slight exceptions to this general procedure will be made clear later.

†"School Review"—6:35-44.

The student council holds bi-weekly meetings. The meetings are held on school time, but the period at which the council meets rotates through the seven periods of the day. Therefore the student council member misses the same class only once in fourteen weeks or about twice a year. When the council meets, the general organization mentioned above provides that a leading member of each permanent committee or board will be present. The meetings of the council consist largely of reports from the chairmen of the various boards concerning the accomplishments and problems of the boards. An interchange of suggestions follows. The council thus keeps informed on all that pertains to the activities of the school. This knowledge is passed on formally through the assembly, the school newspaper and the school bulletin. It is passed on informally by council members during their daily contacts with the student body. This is a great advantage possessed by councils of large membership. The small council may be more easily handled, but it never can be so representative or effective.

IV.

It may be helpful to indicate in detail the organization of each board.

Athletic Board.—(1) Student chairman appointed by the student council; (2) student managers of boys' and girls' athletics; (3) president and secretary of the athletic association; (4) coaches of both boys' and girls' athletics; (5) faculty manager of athletics; (6) principal.

Finance Board.—(1) Treasurers of all school organizations; (2) two faculty members. (The treasurer of the student council is ex officio chairman of this board.)

Anvil Board.—(1)Literary and business staffs nominated by the faculty sponsors and approved by the council; (2) two faculty sponsors.

Merit Board.—(1)Student chairman appointed by the student council; (2) faculty member appointed by the principal; (3) the principal; (4) two students selected by the foregoing and approved by the council.

Traffic Board.—(1) Student chairman appointed by the student council; (2) faculty sponsor appointed by the principal; (3) twelve or fourteen boys (usually athletes) selected by the foregoing and approved by the council.

Library Board.—(1) Student chairman appointed by the student council; (2) faculty sponsor appointed by the principal; (3) six students selected by the foregoing and approved by the council.

Honor Study Hall Board.—(1) Twenty-eight students, four from each of the seven study-hall periods, elected by the students of the respective study-hall periods, from a list of nominees prepared by the student council; (2) the principal. (The chairman of this group is appointed by the student council. The chairman must be one of the twenty-eight and also a member of the student council.)

Noon Board.—(1)Student chairman appointed by the student council; (2) faculty sponsor appointed by the principal; (3) eleven students selected by the foregoing and approved by the council.

Building and Grounds Board.—(1) Student chairman appointed by the student council; (2) faculty sponsor appointed by the principal; (3) four other students selected by the foregoing and approved by the student council.

Social Board.—(1) Student chairman appointed by the student council; (2) faculty sponsor appointed by the principal; (3) six students selected by the foregoing and approved by the council.

Assembly Board.—(1) The president and secretary of the student association; (2) two faculty members appointed by the principal; (3) four students selected by the foregoing and approved by the council.

(To be Continued.)

Brain Fag Relieved Quickly!

Just a teaspoonful of Horsford's Acid Phosphate in a glass of cold water stimulates and refreshes your nerves. A delicious drink that supplies nourishing phosphates to the body —aids digestion and gives you new strength, vigor and endurance. *At all druggists.*

S 50 26

HORSFORD'S ACID PHOSPHATE

"The future of the race marches forward on the feet of little children." —Phillips Brooks

Personal and Professional

FRANK F. BUNKER, editor of the Carnegie Institution of Washington, has had an unusual professional record. As superintendent of Berkeley he was a leader of the country in the creation of the forerunner of the Junior High School, He in Berkeley and John H. Francis of Los Angeles were the fountain of all that has resulted in the greatest educational departure in half-a-century. In the United States Bureau of Education he was an outstanding feature, and in charge of all phases of activities in the Pacific Islands he was a notable leader. His wide experience prepares him brilliantly for his present opportunity.

ANSON K. CROSS, Winthrop, Mass., whose methods and plans have attracted extended and intensive attention, has resigned from the faculty of the School of the Museum of Fine Arts in Boston and will have an Art Institute of his own, to which he is certainly entitled. At the age of twenty Mr. Cross was appointed to the faculty of the Massachusetts State Art School, with which he was associated until 1919, and since then has devoted himself exclusively to the development of his method of painting as instructor in the School of the Museum of Fine Arts in Boston, from which he now resigns and will conduct his school at Boothbay Harbor, Maine. His correspondence classes will be conducted twelve months of the year. These students have increased eighty-six per cent. this last few months. They are from all parts of the United States, from various countries in Europe and from the countries of the Pacific. The address of Mr. Cross is Winthrop, Massachusetts.

FRANKLIN T. OLDT, dean of College of Liberal Arts, University of Dubuque, long superintendent of Dubuque, died recently as the result of a shock from which he did not recover. He was the most important citizen of Dubuque in many respects for many years. Dubuque has had disturbing conditions occasionally for half a century and no one in public life rode the troubled waters as serenely for forty years as did he. He was one of the men in Iowa whom we knew intimately for more than forty years.

FRANK E. PARLIN, retiring superintendent of Chelsea, has had a highly constructive professional career. In Quincy and Cambridge before he went to Chelsea he was a builder professionally. Few men who have carried so many administrative details have been as professionally creative. He has sounded the highest notes of progressive idealism, has never hesitated to insist upon having the entire teaching force keep in tune, keep the key. The great conflagration that wiped out a large part of the city of Chelsea complicated educational problems beyond anything that has happened to any other New England city, but the teachers stood by Dr. Parlin heroically through all the years of anxiety, and upon his retirement gave him a remarkably hearty, appreciative Godspeed, seasoning it with gold in abundance.

L. L. CALDWELL, superintendent Hammond, Indiana, is carrying forward as constructive a program with the children, the teachers, the business interests and the community as a whole as any one we know in all the country. He is a born leader, a master of organization and a creator of favorable conditions. His Introduction to a booklet on "Safety Patrol for Schools" is a sample of the spirit and sanity of everything he does.

"When you study the figures you will see how important it is for everyone to try to prevent accidents. In the United States there are nearly 80,000 deaths each year from accidents and over 2,000,000 serious, non-fatal accidents. A non-fatal accident is one that does not kill. In many cases, however, non-fatal accidents leave a person scarred or injured for life. Among all the persons killed and injured by accidents each year are a large number of children. The figures show that there are about 19,000 school children killed each year. In order to understand the enormous size of these figures, you might compare them with the total number of people in our city and the total number of pupils enrolled in our city schools. Then think of the enormous cost of time lost, medical care, hospital fees, suffering and sorrow which these accidents cause!

"In Hammond alone from December, 1924, to November, 1925, there were 231 persons in automobile accidents, most of which were collisions between automobiles, and between pedestrians and automobiles. Forty-four per cent. of the accidents for that period of eleven months were between automobiles and pedestrians. This shows the need of Safety Education in our own city.

"The two chief causes of preventable accidents are:—

"1. Bad habits, such as playing in the street, crossing the street in the middle of the block, crossing the street without watching traffic, etc.

"2. Ignorance of dangerous conditions.

"Carelessness and ignorance have caused more injuries than all other causes put together."

A Remarkable Message

THE most vital address we have heard in many a day was by Mrs. Lucy Jenkins Franklin, dean of women, Boston University, on "The Student Mind in College and Church." She faced the problems of young women more honestly, intelligently, and fearlessly than has any one else whom we have heard or after whom we have read. She certainly has a mission in Boston and a message for every home, school and church. Any report of it is like talking of electric light as "candle power."

"It is difficult for a young person today to see that education is not a collection of facts or translations but an attitude toward life—a way of living—and that its purpose is to give meaning to life. It may be that the educators are responsible for the situation because we have not kept up our idea of a liberal education, which means education for the truest kind of life.

"And while we need experts for ordinary education we also need experts in religion. Thus far we have not sufficiently studied the spiritual nature of the child and its spiritual instincts. The hunger for God is in every human heart. Religious adjustment should first be made in the home, but the parents of our boys and girls are not always equal to the occasion; there are also some clergymen who are not equal to it. Our young people have an increasing respect for the truth, and the adjustment must be made. They are looking in religion for something which will be true in the light of science and thus need expert advice.

"Our young people are coming to consider it an insult to be asked to which church they belong, and the average student does not care to discuss denominational issues. I think the young people will work out the religious problem better by themselves than they would if we imposed our special beliefs on them. They are looking for a religion of relationship to God. Many of them are trying to fight it out and reach what we call a liberal religion. When we can find a religious education which will give them the essence of the good life, by that time our young people will have worked out their own liberal religion."

Educational Biology

By CHARLES E. SKINNER
School of Education, New York University

EDUCATIONAL psychology and educational sociology are generally regarded as the basic subjects for the proper understanding of the problems of school administration, supervision, and principles of teaching. There is a still more fundamental and basic science known as educational biology. It is more fundamental and basic because it is not only essential to an intelligent understanding of the educative process in a general way, but it is absolutely necessary to the proper understanding of the so-called basic sciences of educational psychology and educational sociology.

There is much biological material to be found in various educational texts as they are now written. Very frequently the points of view presented are not in accord with the facts of biology, physiology, and hygiene. Educational biology treats of the various biological aspects of the child in their relation to the educative process. It does not deal with mental states and processes as such, but rather with the fundamental biological conditions that affect mental growth and development. Educational biology considers the fact that the child is first, last, and always a biological organism, as the most important and fundamental fact in the study of the educational process. Any influences that affect the growth and development of this organism, either pre-natally or post-natally, affect the behavior of the organism. The growing recognition of this fact has given rise to a new interest in the subject-matter of educational biology. Students of education are becoming more and more concerned with the problems of heredity and their relation to child culture and mental development; the evolution of man; the growth and development of the nervous system; the function of the central and automatic nervous systems; the ductless glands and their influence upon health, mentality, and growth; the effect of nutrition upon physical growth, health, and mental development; physical defects; malformations; disease; hygiene; and sex. If the child could receive the best of attention along these lines during the early years of his life, and if his parents took the proper care during the period of prenatality, many of the difficult problems of the teacher would never arise. The problems of crime and delinquency, disease and subnormality, and happiness would be very largely solved.

Character Chats

By JOSEPH B. EGAN, A. M.

Whips of Roses

THERE was once a poet who wished to show his love for boys and girls by suggesting to them the wonderful rewards that come from being cheerful. He pondered long into the night over the exact words that he would use in giving them his message. At last he wrote:—

Have you a blossom in your heart today
That matches happy colors with the rose?
Have you a brook, surprised at merry play
Beneath the bridge where the old footpath goes?

The poet hoped, of course, that boys and girls would read the verse and somehow catch a glimpse of the lovely rose and hear a murmur from the happy brook and carry both away into the future years. You see that verse was the poet's voice. He owned it and he bequeathed it to his friends wherever they might be.

One evening a teacher read the words. She liked them so much that she learned them by heart. "Some day," she said, "I shall teach them to the children of my class and they will lead happier lives because of them." The very next morning two children quarreled in the dressing room. They were brought before the teacher's desk. She looked sternly at them. "You are angry at each other," she said. "I ought to keep you after school, but I have a better punishment, one that will do you a great deal of good. Tonight when you go home write out the words of the poet a hundred times and bring them to me in the morning." The boy went one way and the girl another, but both sat late into the night copying and copying and copying the beautiful words of the poet, and as they copied, the rose, in the words of the poet, faded and shriveled up and blew away, leaving only an unsightly stem, and the brook, in the words of the poet, shrank and dwindled away until there was no happy water left flowing in its bed. "Gee! I hate poetry," said the boy as he stretched his cramped arms before going to bed. "I wish poets were all dead." sighed the girl. "They make lots of work for boys and girls."

And the poor poet standing on some sunny hill in the happy land heard the complaining words and rent his garments and threw ashes on his head and sat down in the dust to weep. "Alas," he cried, "that beauty should be made the instrument of torture; that the young soul should be pelted with soft roses as with rocks; that the youthful spirit should be beaten with the slender brook as with a lash."

The next day the boy and girl recited the poet's message. Each word had been learned by heart, but though they talked of blossoms and singing brooks there was no springtime gladness in their eyes.

Copyright, 1927, By Joseph B. Egan.
All Rights Reserved.

A Lost Reputation

THERE was once a despised plowman who rose early and plowed his field. Back and forth he went, straining at the handles of the plow till the dark earth lay in beautiful ribs across the acres of his field. Then in the early morning he harrowed what he had plowed until the field was smooth and dark and mellow and ready for the seed. In the afternoon he prepared the long drills and then went home to gather together the seed that was to yield the harvest. But when he opened his bin, behold, the precious seed was covered with a green mold that had destroyed its life. "Now," said the plowman, to himself, "I am in a hard way, for without seed I shall be reduced to hunger and shall have to buy my bread. I know what I shall do. I shall borrow seed of my brother." So saying, the plowman went to his brother and asked for seed. "Once before," said his brother, "I lent you seed and you repaid it not. I cannot lend you more." "I shall go to my neighbor," said the plowman, but when he asked his neighbor for seed, the man turned away, saying: "I have good seed, but in the hands of an evil doer, perchance the harvest from it may be turned to evil uses. So, I cannot lend you any." "I shall go to a stranger," said the plowman, who now began to understand what it means to lose a reputation. But when he asked the stranger for seed the man said: "Where is your gold? I have heard evil of you and I would be a fool to trust my seed into your hands." Then the plowman sat by the wayside in despair, and an old man came by and looked at him, and inquired into his sorrow. "There is but one way," said he, at last. "Go home quickly and look over what seed you have, grain by grain, until you have found a few kernels with

life in them. Plant these, for they are honest seeds, care for them and save the yield, and in turn plant that until your bins are full again. It is a long, hard task and you will hunger at it and your eyes will often be filled with tears, but you can accomplish it if you have the will. Expect little but work justice and your harvest in the years to come will be ample for your needs." When he had gone the plowman rose up and searched his bins and found one measure of seed that had life in it. This he planted carefully in spots where the earth was rich and the sun warm. From its yield he received ten measures. This in turn he planted with care and from its yield received a hundred measures. As he stood looking at his hundred measures, his brother came to him and said: "Now I see that you have worked justice and have rid yourself of the blight that destroyed your seed. Come and sit down with me at my table and let us eat together," and when the plowman came to his brother's table he found there his neighbor and the stranger and the old man, and they welcomed him into their midst.

The Little Refrain

THERE was once a little boy, rather a big boy, for he weighed one hundred and twenty pounds, who had a very sweet voice. When he walked along the street on errands for his mother he sang dear little songs. When he got home and his mother said: "Percival, did you bring the beefsteak?" he always sang a refrain which sounded something like:—

"No, mamma dear, I forgot it."

When this little boy failed in his lessons, as he often did, he was given a home lesson. All the time he worked over it he sang little songs, but when his teacher said to him: "Percival, did you bring in your home lesson?" he sang the refrain which sounded something like this:—

"No, teacher, I didn't. I forgot it."

One day the boy's father told him to go to a store in town and get a bundle which he had bought a few days before. All the way over the boy sang dear little songs, but when he reached town he couldn't remember the name of the store, so he sang a dear little song all the way home, until his father said: "Percival, did you get the bundle?" Then he sang the refrain which sounded something like this:—

"No, father dear, I forgot the name of the store." "Is that so!" said the father in a big voice. "Well, then, young man, you forgot your new suit, you forgot the party where you were going to wear it, you forgot the good time you were going to have. Now don't forget to go to bed right after supper."

Invaluable to Teachers

"My BOOKHOUSE is absolutely invaluable to me, and I do not see how I ever got along without it," says Jessica Childs, Director of Story Telling, Pittsburgh Training School for Teachers. "I turn to it for story material as naturally as I turn to the Encyclopedia Britannica for the last word in scientific research."

Not only for training in literature but for training in character, My BOOKHOUSE is a valuable aid to the teacher. It accomplishes both objects at once. My BOOKHOUSE is selected, edited and graded according to definite educational principles, by one who is not only a writer and a mother, but has been a teacher as well. The index volume includes a unique index according to ethical theme which every teacher will find most useful.

Write for special descriptive material for teachers.

The BOOK HOUSE for CHILDREN

DEPT. 4-D, 360 N. MICHIGAN BLVD., CHICAGO

My BOOKHOUSE

"The Child Who Reads is the Child Who Leads"

The Original Character Building Books

It is not likely, at all, that Percival was pleased as he lay in bed and remembered all the good things he had forgotten.

The Great Man and the Beggar

THERE was once a great man living upon the earth. His acres stretched away as far as eye could see. His noble houses were beautiful to behold and full of costly furniture and golden dishes which rattled when the great man ate. In the barns were fleet horses that served the man day and night, carrying him about in royal splendor. On the man's back was cloth of gold, beautifully ornamented with all the skill of the minds and fingers of a dozen women who wept as they drew their needles in and out.

Far from the home of the great man was a black city full of evil holes in which men lived. Of course women lived there, too, and, worse than all else, little children lived and grew up like stunted oaks in the same poisoned air. And much of the misery and blackness of the city came from the rich man's greed. The great wheels in the mills ground out the grist of greed; the smoke that billowed up from the chimneys spelled "Greed" in the sky, and the pay envelopes of the workers had in them instead of dollar bills, green slips of greed. Of course the great man thought little of all this. He was engaged in business, and justice to his mind was justice only to himself and other stockholders. To the workers, his justice was spelled in letters that formed "greed."

Now it happened that far away in a bright land lived another man. This man was not great. In fact he was very much despised. He sat all days at the bright gates begging alms. For clothes he had dirty rags, and his legs had ugly sores on them. When he changed places he tottered about on bruised feet. His groans were often heard in the great silence of that lovely land, but no one pitied him, for no one wished for anything but justice, and this man was what he was because of his own desire. And the day came when the man on earth died and left his costly houses and his fleet steeds and went far off, and came to the shining gates. As he came the beggar rose on his tottering legs and held out his arms to him. "You have come at last," he cried. "Now I need grow no poorer than I am. Come, take my hands." When the hands of the beggar clasped those of the great man, behold there was only one pair of hands. Then like shadows slipping into shadows the two men became one and sat down before the shining gates begging alms of all who passed that way.

The Spiritland Behind

THREE young students sat across from me this morning in the street car. Each had a piece of candy wrapped in tinfoil. Each tore off the glistening cover and threw it down into the aisle. The car was fairly clean when they entered. When they departed the floor said as plainly as could be: "Disorderly, thoughtless people have been here. See what the hand of man has done to me."

How few people understand the mighty fact that a spiritual world lies behind all the physical worlds. This is as true of the great stars as it is of this little earth on which we live and it is as true of the daily lives of men as it is of the earth itself. The song of the bird is first sung in the spiritland, amid spirit trees on spiritual hills, and the colors of the flower take form and beauty in the mysterious realm where thought is free from enclosing clay.

In like manner, the actions of men proceed from spiritual sources, and the greatness or littleness of them speaks forth the greatness or littleness of the sources themselves.

If we see a city with filthy streets we understand at once that the spiritual city behind the bricks and stones and pieces of wood is filthy also, so far as streets are concerned.

If we see a city in which the law is violated and crime permitted to go its evil way, we understand that the foundations of order are tottering also, in the spirit city that the eyes of men cannot see.

And so it happens that, in the case of the young men who threw the tinfoil on the floor, their very acts gave those who looked on a glimpse into the spiritland in which they dwelt.

The Grievance

BY CATHERINE E. POWERS

Elizabeth Murray's goin' to have her tonsilitus out,
An' stay right in the hospital, with nurses all about,
An' have her mother come to see her every single day,
An' get ice cream to eat, an' stay at home from school an' play,
An' have her father give her fifty cents for bein' good
An' actin' like a brave girl always really ought to should.
An' she is goin' to stay at home from school a long, long while,
An' have new dresses made for her just by the pile an' pile.
I asked my daddy could I have my tonsilitus out,
An' he just looked at me, an' then you ought to heard him shout!
An' I said every single girl that goes to school with me
Has got their tonsilitus out, an' so I couldn't see
Why I should have to keep 'em in an' never have no fun
Or do one single thing the way the other girls has done.
My mother an' my daddy make me mad enough to cry.
I hope my tonsilitus makes me sick so I can die!
But no, I'll keep on bein' well an' never gettin' thin,
An' just grow up, an' always keep my tonsilitus in!

—Life.

EDUCATION IN ACTION

Plans to Tell World What It Wants to Know

Plans for a new approach to the public mind, which, it was declared, "will reverse the traditional method of education and begin with what people want to know, rather than what others think they should be taught," were announced as the underlying policy of the National Community Foundation, which has been organized for the purpose of promoting a nation-wide program of popular education and culture for the town and country communities. "The methods used," the trustees declared, "will not be merely to impart information, or to provide entertainment, but to develop intellectual curiosity and cultural appetite, and to encourage and direct the impulse for self-expression—both individual and community self-expression." The National Community Foundation's first project is to be worked out in 633 communities in fourteen states now served by the Swarthmore Chautauqua Association, and calls for an endowment of $5,000,000.

Senator Borah Studying The Spanish Language

William E. Borah, Senator from Idaho, has undertaken to master the Spanish language. The Idahoan, who is chairman of the Senate Foreign Relations Committee, has never before tried to learn a foreign language. Some time ago he engaged in a sharp dispute on the Senate floor with Hiram Bingham, Senator from Connecticut, a Spanish scholar, over the interpretation of a word in the Nicaraguan Constitution.

Colleges Accepting Control by Chinese

Although the Chinese governments, both at Hankow and Peking, have stated their intention not to insist on immediate compliance with the various regulations for instructional institutions, most American and British universities and schools are being put under Chinese control. The Peking and Hankow Governments, as also several provincial and city administrations, have promulgated regulations of which the principal features are that the highest authorities of each institution must be Chinese and also a majority of the directors, and that the study of religion must not be compulsory. Some provisions, particularly Human's, are more radical, and these requirements have caused the closing of many schools, notably Yale-in-China at Chang-sha. Mission boards are generally preparing to comply, including what is called the "Big Five," the Protestant universities conducted by several united denominations, namely, at Peking, Tsinan-Fu, Nanking, Shengtau and Canton, and also at Soochow, Wuchang and other places.

Pay of Teachers Relatively High

The results of a thorough study of the relative earning power of teachers in the New York City public school system, as compared with the possible earnings to be derived in other occupations or professions, formed one of the most interesting chapters of the report recently submitted to the Board of Estimate by the mayor's committee on teachers' salaries. Under the head "Earnings in Other Occupations Than Teaching," the mayor's committee said in part: "It appears from the testimony that business makes a stronger appeal than teaching to many young people because of the general impression that it offers opportunity for individual initiative, with commensurately larger rewards. However, it does not develop from this testimony that the initial earnings in business are higher than the present initial salary of elementary teachers. They are usually lower, even for college graduates. While rewards for exceptional ability may develop more quickly in business than in the teaching profession, the element of risk in business must be considered, as compared with the relative security of the teacher's position."

Blind Girls Elected To Phi Beta Kappa

Among the Vassar College students whose elections to Phi Beta Kappa fraternity have been announced, is Miss Helen Katherine Smith of Wilkes-Barre, Pa. No one doubted she would win the Phi Beta key, for Miss Smith has always been an honor student and easily attained the high average of marks required. But Miss Smith is totally blind. She never has seen the book she knows so well and never has seen the faces of her professors. She insists that it is all perfectly ordinary. Miss Smith set out to show that nothing in the world could stop her from equaling other girls mentally, and naturally enough she succeeded. That's all.

Air College Begins Lecture Courses

The "Air College" of New York City College, which has long been in preparation by Dr. Frederick B. Robinson, acting president, and Commissioner Albert Goldman of the Department of Plant and Structures, was inaugurated recently over the municipal radio station WNYC. Each night until the end of the college sessions in June addresses will be given by various members of the Faculty of City College on a wide variety of subjects.

Little Classics for Oral English

By

S. S. CURRY, Ph.D., Litt. D.

The book contains initiative steps in Vocal Training embodied in 177 Problems, with more than 500 choice selections, both prose and verse, and numerous suggestions on methods of teaching Oral English in footnotes for teachers. It presents a new method of interesting young people in good English and literature, as well as for developing their voices and powers of expression.

384 pages. $1.75.

For further information on this and other texts in Oral English and Interpretation of Literature, address

EXPRESSION COMPANY - PUBLISHERS

COPLEY SQUARE BOSTON, MASSACHUSETTS

Says Fat Students Get Skinny Marks

A survey on physical unfitness in the colleges made by Dr. William R. P. Emerson reveals that obesity and poor scholarship go hand in hand. An obese student, in Dr. Emerson's report, is defined as "one whose weight, on the basis of height, is more than twenty per cent. above the average." "Proper control and training of your son who is now in high school," urges Dr. Emerson, "can soon start him on the course of health which will save him from membership in this group of corpulent deficients, at present one of the greatest debits in the college situation."

German Teachers Wish Title "Frau"

German women school teachers in Berlin, whether married or not, wish to be called "Mrs." and have so petitioned the government. They claim that no woman in Germany commands proper respect unless she is a "Frau," which title also carries with it in polite society the appendage of "Gnadige," meaning gracious. Fraulein is plain Miss, and pupils look down on any one who hasn't matrimonial title.

Nome's School Annual To Be Reindeer Bound

The "Aurora Borealis," the annual publication of the high school in Nome, Alaska, promises to be a unique volume this year. It will be bound and tied in dressed, split reindeer hide. Photographs of school events in and around the famous gold camp are distinctive, including Eskimos, dog teams, ice boats, whales, walrus, seals, polar bears and other wild life, the polar airship Norge, Amundsen and Commander Byrd, and other noted men.

Yearly Student Cost at Columbia

The average cost of getting an education at Columbia University is $1,350 a year, according to a report by N. M. McKnight, secretary of appointments. The minimum cost is $1,069. The cost of dentistry course is higher, calling for about $1,558. Medicine is the next costliest, $1,525 being the average and $1,244 the minimum. Law training costs about $1,270, with a minimum of $989. "From these figures," Mr. McKnight said, "it is apparent few students can expect to be entirely self-supporting. The successful student-worker, devoting about four hours a day to outside work, averages about $15 a week for thirty weeks. Supplementing this with about $200 he earns during the summer, in most cases he has enough to balance his budget."

Leaves From Old Schoolbook

Two leaves torn out of an old Latin grammar recently have been presented to the Harvard Library. There are two leaves precisely like them in the British Museum. These leaves came out of a grammar which was printed at Oxford probably in the year 1481. Of the book itself, no copy is known to exist. The two pairs of leaves are identical and each contains a misprint on one page. There can be little doubt that this fault caused them to be cut out and replaced by others which were printed correctly. With other leaves this pair was pressed into pasteboard to make stiffening for the covers of the printer's bindings. Nearly five centuries later, after all the perfect copies of the book long had been in limbo, a book lover soaked one of those old Oxford bindings apart and discovered the treasure. These gifts to the British Museum and Harvard Library were made by Dr. Arnold C. Klebs, of Nyon, Switzerland.

Wheat Crop Pays College Education

When Dean Conner, son of Mr. and Mrs. L. R. Conner of Farnsworth, Texas, expressed a desire to go to college upon finishing high school, it was suggested by his father that he rent a tract of land and plant it in wheat. Dean put in 140 acres of the grain, and the fall harvest last year yielded 6,200 bushels, which, after all expenses of the crop were paid, left a net profit when sold of $5,544. He placed the sum in the bank and entered the University of Texas. The money which he made from the wheat crop will more than pay his way through the four years at the university, it is expected.

Teach Pupils in Bunk Wagon

A bunk wagon, dropped for the winter where a road gang quit, is a temporary hall of learning for nine Austin, Minn., youngsters. The schoolhouse of District No. 123 burned in mid-winter and the board could find no way to build another before spring. Miss Dorothy Peck, the teacher, found herself among the unemployed. The pupils were gleeful at the prospect of a long holiday for skating and sledding and loafing. But a trustee, riding along the snowy road, spied an old bunk house and succeeded in borrowing it. Miss Peck washed and curtained the windows, gave the interior a coat of paint, and led her little troop into the structure.

Favor Longer School Day

Principals of high schools in Massachusetts favor a longer school day, of six hours instead of five, according to Frank P. Morse, supervisor of secondary education for the Massachusetts Department of Education. One of the advantages, he says, would be an opportunity for supervised study and shortening of time needed for home study, although not entirely doing away with this. About two hours of home study now are required each school day and the need for it is much greater now than ever before, the demands on school time having greatly increased in the last twenty-five years, Mr. Morse stated. This is due to the tremendous demand for college education which has caused colleges to raise their entrance requirements, and because of the large number of students preparing to enter the commercial world.

PHOTOGRAPH YOUR OWN SCHOOL! THE WILLSON-WAY

Photographs are fast becoming a means of identification and character study.

Our Simple Plan eliminates the need of a skilled photographer, as teacher or pupil can operate the camera successfully, and at such periods as may best suit class schedules.

It Is Lots of Fun and arouses interest as nothing else can.

A Willson - Way School Camera loaded with film for 500 pupils is mailed to your school with a few simple directions as to its use.

Price of photos 5 cents each

THE WILLSON-WAY, 1955 Massachusetts Avenue, Cambridge, Mass.

Influence of Health On School Work Tested

To determine the influence of home conditions and health upon the school work of children, a special study was made last session of a group of sixty-four pupils in grades two to eight, inclusive, in Scott School, Chicago, who had failed of promotion. Examination of the children by a physician from the Chicago health department showed that not a single child was free from some physical defect. It was found that 54 of them, or 84 per cent., had goiter, adenoids, or tonsil defects; and in 29 cases there were teeth defects. Though parents were notified and requested to have the children given the needed attention, in 80 per cent. of the cases, either because of poverty or indifference, nothing was done to build up the health of the children. Investigation of home conditions showed that 48 per cent. of the children lived in broken homes, and in 45 per cent. of the homes the mothers were either working or had died.

Can't Trace Campus "English"

Those pedagogues who have dedicated their lives to the study of lexicology frankly admit their inability to trace or offer any reason for "English as she is spoke" in some of our higher institutions of learning. A collection of undergraduate expressions has been made at the University of Southern California. If students refer to a "Powder House Fluff," they do not mean dynamite in the strict sense of the word, but refer to a sorority girl. "Tong" is a fraternity house. To "Junk" is to stop. If a girl is full of life and animation she is a "Fever Frau" and a dream girl is a "Hot-House Bow-Wow." On the other hand, a "Pop-Eyed Pansy" or "Green Peas" refers to a young woman who lacks charm. "Plush" indicates one is stylish. And the list is seemingly without end.

Rapid Strides In Education

The womanhood of Spain is making rapid strides in education despite difficult problems, and owes this very largely to the helping hand that has been extended by American women, from whom Spanish women have received inspiration to arise out of the inferiority which tradition, customs, laws and other factors have imposed on them. Such was the gist of an address made by Doctora Maria de Maetzo of Madrid recently. She is the founder of Spain's first girls' college known as the Residencia de Senoritas. This school was started in Madrid in 1915, with the assistance of a group of American college women.

TREND OF THE TIMES

MEN ARE the legal authorities on dress in France. In a lawsuit over a woman's gown it is a man and not a woman who is called to give testimony or make an appraisal. In Paris there are twelve men qualified to advise the judges regarding dresses.

EARTH'S WEIGHT has been temporarily placed by Dr. Paul R. Heyl, government official weigher, at five sextillion nine hundred ninety-seven quintillion tons. "The whole population of the earth," Dr. Heyl says, "does not weigh one 400-billionth part of the earth. Every man, woman and child and all the animals might move to Mars in a body, and their departure would not lighten our scales perceptibly."

HEALTH EXPENDITURES, or the cost of maintaining and operating the departments for conservation of health, for sanitation, and for charities, general hospitals and insane institutions in 247 American cities of more than 30,000 population, in the fiscal year 1925, amounted to $226,337,000. This was a per capita cost of $5.56.

AMERICAN BOYS are taller by at least two inches than were youngsters of the same age fifty years ago, according to Dr. Horace Gray of the Institute for Juvenile Research in Chicago, who has measured more than 1,000 boys of American-born parents, between six and eighteen years of age, and compared their heights with those of boys measured in 1877 by another scientist.

FOREIGN MONOPOLIES investigated by the Department of Commerce show that there are already in existence nine strong and dangerous European combinations designed to maintain excessive prices on long-staple cotton, camphor, coffee, iodine, nitrates, potash, mercury, rubber and sisal. There are between twenty and thirty other commodities which the United States is compelled to import and which could likewise be controlled by foreign action.

FRANCE'S VISITORS next summer are expected to number over two million. The 300,000 Americans, 800,000 from Great Britain and at least 1,000,000 from other countries are expected to spend ten billion francs, which at the present rate of exchange is about $400,000,000.

MARRIED WOMEN constitute twenty-five per cent. of all the female bread winners in the United States, according to an industrial survey conducted by the National Home Study Council. The number of women workers in this country has increased twenty-one per cent. since 1890, and the percentage of those married has doubled.

MENTAL TESTS, says Professor Herbert Sidney Langfeld, director of the psychological laboratory at Princeton University, are in use today in schools, colleges and industries, and tests are being devised at the present time in connection with the immigration problem. Factories are using psychological methods in the selection of clerical forces.

NATIONAL PARKS showed an increase in visitors last year. A total of 2,314,905 persons were registered at the nineteen national parks and thirty-two national monuments of the United States during 1926, a gain of 260,343 over the previous year. The total receipts increased from $670,720 to $826,454, although the stipulated automobile fees in many of the parks were cut in half.

LIVING DAUGHTERS of soldiers who fought for the Continental cause in the Revolutionary War now number seventeen. They live in eleven states. Massachusetts leads with three daughters, two of whom are sisters. All of the seventeen are over eighty years old, and one is 108.

FRANCE'S OFFER to pay $10,000,000 of its $4,000,000,000 war debt due the United States was accepted by this country. Payment will be made June 15. The proposal came in the form of a letter from Premier Poincare to Secretary of the Treasury Mellon. It does not affect the Mellon-Berenger debt payment pact, which has not yet been ratified by either country. France recently paid $20,000,000 as interest on the separate $400,000,000 war supplies item.

REPARATION PAYMENTS to the United States will be paid in American dollars according to an agreement made by Germany. The German cost of maintaining the post-war occupation of the Rhine by American forces is not included. That is a separate bill being paid at the rate of $13,000,000 a year.

AMERICAN LEGION has chartered fifty-seven ocean liners for the exclusive use of members of the veteran organizations and their families who are going to the ninth annual convention of the Legion in Paris, next September. More than 30,000 are expected to visit France.

The BOOK TABLE

NEW PRACTICAL ENGLISH FOR HIGH SCHOOLS. Second Course. By William Dodge Lewis, A. M., Litt.D., and James Fleming Hosic, Ph.D. Cloth. 544 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It would not be easy to find two men better fitted to join hands in a purpose to help students learn to write easily, correctly and attractively than Dr. Lewis, formerly of the State Department of Education, Harrisburg, and Dr. Hosic of Teachers College, Columbia University. Each has been an effective teacher of the art of writing, each has edited previous books as guides to students of the art of good writing, and each is at the height of professional ability, and they have as good editorial assistance as can be had in the country. What is more the publishers have allowed them abundant pages to develop the skill required for the art of good writing. Think of being allowed thirty-two columns for an Index.

While the authors give the latest best forms they are never cranky or petty. For instance, they distinguish between the "open" system of punctuation and the "closed," which is still correct. "When in doubt consult the dictionary. If not at hand 'play safe.'"

The book builds good writing upon good reading. It has always in mind the reader of the writing as well as writer. When correct writing is monotonous it is not good writing even though it be correct from every rule of composition.

The authors make much use of good conversation as an approach to good writing. There is an aid to good writing if one is helped by the effect of the voice. Every sentence in Shakespeare sounds as well as it reads and reads as well as it sounds, which can be said of few masters of even the best writers, almost never of any modern literary artists. "Free verse" always sounds well, but rarely reads well. It is this distinction which has led to most of the disagreements by critics of Amy Lowell's verse.

The high merit of this remarkable text by Lewis and Hosic is that their fine distinctions are supersensible so that no one thinks of them as finicky even when they are keenly discriminating. It is as wholesome a book as we have seen in many a day, though it makes the writer and the reader think sharply at many a turn.

TEACHING ENGLISH IN THE JUNIOR HIGH SCHOOL. By Edward Harlan Webster, Teachers College, Mt. Pleasant, Michigan, and Dora V. Smith, University of Minnesota. 404 pages. Yonkers-on-Hudson, New York, and 2126 Prairie avenue, Chicago: World Book Company.

The Junior High School is much more than a school for the seventh, eighth and ninth grades. It is the discovery of what needs to be taught, how it is to be learned and what need not be taught to all children anywhere to everybody.

The Junior High School is primarily an elimination of much that used to be taught to all children in the elementary school, and to all children in the old-time high school. The new school is a practice game to discover where to put natural talent, where to magnify and where to minify it.

The league baseball teams go South or to Southern California theoretically for practice, but that is merely incidental. They go there that the manager may know how to shift players in emergencies, may know how much of a load each player can carry, and especially how to have men work together, especially the support of second baseman by shortstop, fielder and pitcher where a man is trying to steal a base. This suggests in a way what the junior high school is in action. It is an opportunity to know what to magnify and minify.

This is especially true in English. The slaughter of the innocents where there is no junior high school is due largely to the fact that students who will never use English as creative literature must pretend that they are to be authors.

"Teaching English in the Junior High School" is especially adapted to the real purpose of junior high school English.

THE NATION'S SCHOOLS. Their Task and Their Importance. By H. Bompas Smith, M. A., M.Ed., professor of Education, Manchester University, England. Cloth. 310 pages. 55 Fifth avenue, New York: Longmans, Green and Company.

Every teacher in America should read at least one masterful educational book written by a teacher in England. There is a national atmosphere quite different from the American. Here is a paragraph which Americans would do well to have memorized and recited at every American educational convention:—

"The nation needs citizens with greater powers of freedom, unity and faith, and the same powers give value to individual lives. The schools must adapt and embody in their discipline and teaching the nation's true ideals, helping their boys and girls, for instance, to share a right attitude towards wealth and democracy, truth and righteousness, beauty and religion. Education is a great adventure which may transform our outlook on the world."

HOW TO STUDY IN COLLEGE. By Leal A. Headley, Carleton College, Northfield, Minnesota. Cloth. 417 pages. New York: Henry Holt and Company.

Professor Headley has established a reputation far and near for helping students at Carleton to know what they study in college and for retaining for later use what they learn in college.

Just now there is wide-spread discussion of what freshmen do not learn in college. It has been broadcast as a discovery of some surveyors that something like eighty-two per cent. of what is studied in the freshman year has seeped out by the senior year.

However little value is placed upon such wholesale "results" there can be no question but that much of freshman study does not ripen, is neither harvested nor marketed, and Professor Headley has made an heroic effort to turn the tide. This book promises large results and, in the classroom, has demonstrated genuine service to college students in all classes.

SPELLING GAMES. Devices to be used in Teaching Spelling and a Summary of Procedure for Teachers. By Nell K. Gleason. Illustrated by Leone Schwen. Cloth. Chicago: Beckley-Cardy Company.

While many children can spell most words correctly instantly, and many other children can spell correctly if a dictionary is available, there are some children who will always worry over every letter they write. There will always be need of great skill and high art in teaching those who are "born short" in the art of spelling.

In order to teach spelling effectively, some plan must be followed whereby the child is taught words scientifically, and there must be some way to make such children really *enjoy* the spelling period, and the Gleason "Spelling Games" has forty-eight ways of varying the routine of learning to spell. We have known of no attempt to make all children enjoy learning to spell. We can think of no school book that will make learning to spell a real joy.

ESTABLISHED 1869

TWIST, RUB OR SCRUB

Holden Book Cover Material

It resists rough handling and soiling. It withstands abrasion and wear. It provides a waterproof, weatherproof "jacket" for the books.

HOLDEN BOOK COVERS

Make Books Last Twice as Long as Usual.

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

True Hospitality

A spinster encountered some boys in the old swimming-hole, minus everything but nature's garb, and was horrified.

"Isn't it against the law to bathe without suits on, little boys?"

"Yes'm," announced freckled Johnny. "but Jimmy's father is a policeman so you can come on in."—Pittsburgh Chronicle Telegraph.

What is the Number?

Motor Cop (to professor of mathematics): "So you saw the accident, sir. What was the number of the car that knocked this man down?"

Professor—"I'm afraid I've forgotten it. But I remember noticing that if it were multiplied by fifty, the cube root of the product would be equal to the sum of the digits reversed."—Boston Transcript.

Modern Youth

The teacher wrote on the board 2+4. Pointing to the plus sign she said: "Johnny, what is this?" "That," said Johnny, "why that marks the spot where the body was found."

What is a Unit?

The teacher was explaining the meaning of the word "unit." Picking up various objects, she asked what they were, and each time received the answer, "A unit."

Finally she took from her desk an orange. "And what is this?" she asked. "A unit," was the answer.

Taking her knife, the teacher peeled the orange, and holding the peeling in her hand, she inquired: "What is this?"

The class looked confused, but thoughtful. After a time a hand went up. "What is it, James?" asked the teacher.

"That is the skin of a unit," asserted James.—J. B. R., Neb.

Couldn't Shake Each Other

He was a stranger in the neighborhood, and had been brought to a dance at the local deaf-and-dumb hospital by an old friend, the doctor.

"How on earth can I ask a deaf-and-dumb girl to dance?" he asked, a trifle anxiously.

"Just smile and bow to her," replied the doctor.

So the young man picked out a pretty girl and bowed and smiled and she bowed and smiled, and away they danced.

They danced not only one dance that evening, but three, and he was on the point of asking her for another when a strange man approached his partner and said, soulfully:—

"I say, darling, when are we going to have another dance? It's almost an hour since I had one with you."

"I know, dear," answered the girl, "but I don't know how to get away from the deaf-and-dumb fellow!"—From London Tit-Bits.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago *for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
Portland, Me., 415 Congress St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

JOURNAL MAIL BAG

Boynton Address Approved

Editor, Journal of Education:—

The address of Superintendent F. D. Boynton, which appeared in the Journal of Education of March 14, is most timely. It is clear in vision, sound in principle and right in scope.

J. A. Beattie.

Lincoln, Nebraska.

A Parents' Night Program

Editor, Journal of Education:—

A rather prominent educator, in speaking before the special convention held in January by the Fairhaven High School, said that, while great progress had been made in the last decade in the methods of primary school teaching, the secondary school teacher was still using the methods of teaching by which he himself (i. e., the teacher) had been taught.

Somewhat nettled by this rather sweeping generalization the Fairhaven High School principal, Mr. Dickey, decided to show Fairhaven parents that in Fairhaven anyhow this was not quite true.

To this end a parents' night program was arranged, made up of two parts, the first put on by a beginning Latin class, the second by a senior American history class, each showing certain regular features of class work.

The class showed what real concentration can do. On the blackboard facing the audience, but back to the class, the Latin teacher wrote a fourth declension Latin noun. The audience was told that it was new to the class and that, if assigned for home study, it would be reported as a twenty-minute task. Then the noun was swung round to the class, perhaps a half minute was spent in calling attention to its likeness to the first three declension nouns (i. e., to teaching it) and then the class was given exactly two minutes by a stop watch to study. Then papers were passed and a ten-word test was given thus: Nominative plural, ablative singular, etc., as fast as the teacher could write them. The papers were then corrected, the marks read. The lowest mark was seventy per cent. right and 100 per cent. was the outstanding mark. This is about the usual result. It can be obtained in practically any beginner's Latin class by using the same method. The only surprising thing about it is that a twin surprise test given twenty-four hours or more later will show a *higher* not a *lower* mark in perhaps eight out of every ten cases showing—what? I wonder? The *same* mark is easy to understand, for they really learn things this way, but why a higher mark?

Then the vocabulary champion illustrated the various ways by which a vocabulary is acquired, and the class divided into teams of four with their regular captains to play off a group of 100 words. This was followed by a speed contest in which twenty-five words were given from English to Latin by use of perception card in twenty-five seconds by the stop watch. This included first two forms and gender of nouns and full principal parts of all verbs and English derivative.

The American history class then held a "World Series," in which the six champions of each of two history classes spelled each other down in a current events contest. The World News was their source of information. The questions were given by the pupils from side to side, the giver of the question accepting or refusing the answer, thus: "Did the Supreme Court of the U. S. cancel Doheny's leave from the government of the Elk Hills naval oil reserve on the ground of fraud and illegality?" Answer—"Yes." "Right." The contest was long and merry, the audience very evidently enjoyed it. This was followed by two interesting papers which had never been seen by the history teacher. The rest of the class took copious notes on them. One was on "The Nicaragua Situation," the other on "The Independence of the Philippines."

The parents seemed to like the form of entertainment very much.

R. R. Dodge.

Fairhaven, Mass.

Meetings To Be Held

APRIL.

12-13-14: Annual meeting Massachusetts School Superintendents, Bridgewater.

14-15-16: Twenty-ninth annual meeting of the Eastern Commercial Teachers Association, Hotel Statler, Boston. For exhibit space address Mr. Irvin L. Lindabury at Burdett Business College, Boston.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

MAY.

3: Simplified Spelling Board: Godfrey Dewey, Lake Placid, N. Y. New York City.

3-4-5: Junior and senior high school principals of Massachusetts at Framingham Normal School. Note change of date and place. For reservations write Dr. James Chalmers, Principal Framingham Normal School. G. A. Tuttle, secretary.

5-6: American Council on Education, R. M. Hughes, Miami University, Oxford, Ohio; Washington, D. C.

14: New England Modern Language Association: Michael S. Donlan, Dorchester H. S. for Boys, Boston, Mass.; Boston, Mass.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland, California.

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

PERSONAL ACQUAINTANCE
DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION

Free registration now for fall vacancies
Prompt and careful response to inquiries

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

42ND YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

A. K. CROSS ART SCHOOL
Boothbay Harbor, Me.

New method due to 30 years in State and Art Museum Schools. "Does for Drawing and Painting what electricity does for Light and Power." Personal instruction at Commonwealth Art Colony, July to Nov. ROBERT VONNOH, N. A., says: "Method gives faster gain by mail than art school study by old methods." Mail course adapted to individual requirements.

A. K. CROSS, Winthrop Station, Boston, Mass.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

TEACHERS WANTED
National Teachers Agency, Inc.

Philadelphia	Syracuse
Pittsburgh	Indianapolis
Northhampton	Memphis

Awarded Gold Medal at Sesquicentennial for Placement Service

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies